

# Idaho Management and Accountability System

## “IMAS”

**IMAS**  
IDAHO MANAGEMENT AND ACCOUNTABILITY SYSTEM

Tuesday, December 13, 2005  
You are logged in as:  
[132]  
vamorgan@nic.edu  
Vicki Morgan  
<Log Out>

**STUDENT MANAGEMENT**  
[Browse Students](#)  
[Lookup Students](#)  
[Add New](#)  
[Student Tests](#)  
[Attendance Alerts](#)  
[Testing Alerts](#)  
[Enrollment Alerts](#)  
[Status Aggregate](#)

**CLASS MANAGEMENT**  
[Class Improvements](#)  
[Enter Hours](#)  
[Review Hours](#)  
[New Class](#)  
[Class List](#)

**PROGRAM MANAGEMENT**  
[Data Changes](#)  
[LEA List](#)  
[Tests Review](#)  
[Outcome Approval](#)

**USER MANAGEMENT**  
[New User](#)  
[User List](#)

**ADD / EDIT STUDENT**  
Please search for an existing student and only if he or she cannot be found please [click here](#) to enter new student into the system.

**Student Lookup:** [Show / Hide](#)

by SS#  -  -

If Student does not have Social Security # then use Advanced Student Lookup.

**Advanced Student Lookup**

by Tax Identification Number

OR


by any part of Last Name  AND Birth Date (optional)

Adult  
Basic  
Education

# *Idaho Management and Accountability System*

(IMAS)

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for allowing us to use and revise their manual. We also thank Washington State and Kansas ABE  
Programs for allowing us the review of their policy guidelines.

## Guidance and Overview

IMAS was developed to facilitate data collection and reporting of student enrollment and progress in Adult & Family Literacy Programs. All Community and Technical Colleges and the Department of Corrections in the State of Idaho providing Adult & Family Literacy services are required to report data using IMAS. The data elements included in the current version of IMAS come from State and Federal reporting requirements. Future funding decisions will be based on each basic skills provider's performance, calculated using data in IMAS. The performance of all basic skills providers is public information. It is critical that every provider use the same methodology, the same definitions, and the same standards and criteria. Because of the importance of the reporting system, this guide has been developed to answer as many questions as possible. This guide is intended for faculty and staff who are filling out data collection forms about Adult & Family Literacy activities on a regular basis for input into IMAS. If you feel that critical information has been excluded, please contact Vicki Morgan at NIC [Vicki\\_morgan@nic.edu](mailto:Vicki_morgan@nic.edu) or Cheryl Engel at [csengel@sde.idaho.gov](mailto:csengel@sde.idaho.gov)

### Data Collection and Reporting Review List

- ❑ Programs must input data into their database according to the schedule found on the SDE/ABE website <http://www.sde.state.id.us/certification/AdultEd.asp> (menu selection: Management Information System/IMAS User Manual; however, most of you will be entering data daily and the state strongly encourages more frequent data entry. All approvals must be completed by the 15<sup>th</sup> of every month or the state will choose either to approve or reject outstanding approvals.
- ❑ Programs must collect instructional hours in accordance with the NRS definition of actual "contact hours".
- ❑ Programs must maintain data systems that provide secure storage of data including individual user passwords, secure locations and the ability to maintain confidentiality of both paper and electronic records.
- ❑ Programs must assign dedicated staff to be responsible for maintaining the database. This staff must participate in at least one data-related training activity each year. In addition, the state requires regular, active participation in the statewide database administrators group by at least one representative from each local program.
- ❑ Programs must follow state policy regarding the collection and use of social security numbers by:
  - allowing a student to sign or reject a release of information form as required by FERPA, and
  - assigning student identification numbers in a consistent and documented fashion to students who choose not to allow use of their SSN.
- ❑ Programs must collect data elements consistent with federal reporting requirements.
- ❑ Programs must enter Test Record information into their database to document educational gains.
- ❑ Level completions are recorded electronically when a student tests into a higher competency level on the post-test, and the post-test is entered into IMAS. The pre- and post-test must follow the pre-post-test policy for a completion to be recorded. One hundred percent of students are to be pre-tested upon enrollment in the program using the appropriate, standardized testing instrument. The current state post-test standard is set at 50% of those below the high adult literacy level.

### STUDENT DEMOGRAPHICS

The following demographics must be entered into IMAS.

**SID: (Student Identification Number)**

**Student Name:** Entering the students' names into IMAS allows providers to create class roster reports that show student names as well as SID numbers.

**Address:** Student addresses must be entered.

**Ethnicity:** Select or upload the ethnicity to which each learner self-identifies, appears to belong to, or is regarded in the community as belonging. The officially designated ethnic categories are: American Indian or Alaskan Native; Asian; Native Hawaiian or Other Pacific Islander; Black or African American; Hispanic or Latino, and White. This designation is required for the student to be federally reportable and to monitor whether programs are enrolling diverse populations representative of their communities.

**Date of Birth:** Enter the date of birth for each student enrolled. This data element is required for the student to be federally reportable.

**Gender:** Record each student's gender. This data element is required for the student to be federally reportable.

**NOTE:** *Students for whom no ethnicity, date of birth, or gender has been recorded are not federally reportable.*

### **STUDENT INTAKE: (See ABE Standards and Guidance Manual for Intake Process)**

Student intake information needs to be collected for each student. **Student Intake** form can be downloaded from the website at [www.sde.state.id.us/certification/AdultEd.asp](http://www.sde.state.id.us/certification/AdultEd.asp) (Menu item: Management Information System/IMAS) All programs are required to use the state student intake form and collect all the same information gathered in this form.

Entry Status- Participants must be categorized by their "entry status" characteristics for reporting purposes.

#### **Student Intake is no less than a six hour session/s that include the following:**

- ▶ Current abilities and readiness to learn (Assessment/ Locator and Full Battery)
- ▶ Personal, educational and employment background and interests;
- ▶ Skill gaps, learning deficiencies and difficulties, barrier identification, Recommendations and interventions for improvement;
- ▶ Long-term and short-term goals;
- ▶ Identifying skills needed to reach those goals;
- ▶ Orientation to the program, its resources and services.

### **STUDENT GOALS:**

- ❑ Programs must assign student goals according to NRS definitions and differentiate between goals for reporting and goals for instructional purposes. Establishing student goals defines the areas in which instruction and learning will be focused in addition to providing a benchmark by which programs and students report progress. To serve this dual purpose, it is essential to differentiate between short and long-term milestones. Within the NRS framework, only goals that are attainable during the program year are reportable.
- ❑ Goals reported on an Entry Record impact what outcomes you document on the student's Update Records. The National Reporting System lists 5 Core Indicators required by the Adult Education and Family Literacy Act of WIA:
  - Educational Gain: This is an assumed goal for all students in the program so all records are examined to determine educational gain, regardless of other attainable goals selected at entry.
  - The remaining 4 core measures apply only to students who enter the program with goals related to these measures.

- Placed in Employment
  - Employment Retention
  - Placed in Post-secondary Education or Training
  - Receipt of Secondary Diploma or Equivalent
- Students must select only goals that are truly attainable in this program year for federal reporting purposes.

### **Guidelines on Intake and Goal Setting**

Goal setting for NRS is an integral part of the education process. Establishing goals not only helps define the specific areas in which instruction and learning is to be focused but also provides a benchmark by which programs and students can assess their progress. For these reasons, the goals set should be realistic and attainable within the program year, between July 1 and June 30.

The best time to initiate the process of goal setting is when the student first enters the program. During the intake process, students provide basic information to program personnel who fill out the Intake Form, students take the mandated assessments, and they work with teachers or intake personnel to set goals. Programs should have written procedures in place for orienting students to the program and helping them set goals that are both realistic and attainable within the program year. In the NRS framework, all students are assumed to have at least one goal—development of literacy skills. This assumed goal is the reason that all enrolled students are counted in the educational gain measure and reported in NRS Table 4.

Often a student may have many goals for attending adult literacy programs. Several of these goals have been defined by NRS as Primary or Secondary” goals; however, learners are not required to choose any of these goals.

If a student decides to choose one or more of the four NRS Core Outcome Measures or Core Indicators as a primary or secondary goal, the program is held accountable to assure that the student achieves this goal. Therefore, it is extremely important for intake personnel, teachers, counselors, and students to agree that the goals chosen will be realistic and attainable within the program year.

The four NRS Core Outcome Measures, also referred to as the “follow-up” goals, are:

- **Entered Employment**
- **Retained or Improved Employment**
- **Receipt of a GED**
- **Placement in Postsecondary Education or Training**

All programs should use an intake form that is tied to the program database for collecting data. The Idaho Adult Education Reporting Form will be used by AEFLA funded ABE programs in Idaho. This *Intake Form* was generated from the IMAS database and has been approved by the Office of Adult Education.

### **Core Outcome Measure #2: Entered Employment**

**Definition:** Learner obtains a job by the end of the first quarter after exit quarter\*

**Applicable Population:** Enrolled learners who are not employed at time of entry, who have a primary or secondary goal of obtaining employment, and who exit during the program year.

**Collection Procedure:** At intake, the local program collects the individual learner's employment status and employment goal. Entered employment is measured any time from enrollment until the end of the first quarter after program exit quarter by data matching procedures (see "Reporting Procedure" below). Note that a job obtained while the student is enrolled is not reported and recorded until the student is separated in IMAS. *Employment* is defined as working in a paid, unsubsidized job or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student.

**\*Exit quarter** is the quarter when instruction ends, the learner terminates, or the learner has not received instruction for 90 days and is not scheduled to receive further instruction. Quarters are three-month program-year quarters—July 1-September 30, October 1-December 31, January 1-March 31, and April 1-June 30.

**Reporting Procedure:** The Idaho SDE/Office of Adult Education has entered into a memorandum of understanding with the Idaho Department of Commerce and Labor to share data: therefore, in 2006-07, the ABE Office will run a data match with DOCL on a quarterly basis. This can only be done with those participants who have valid Social Security numbers and who (1) had the goal of entering employment, (2) had 12 or more contact hours, and (3) exited the program. It becomes very important for intake personnel to obtain the social security number for as many students as possible. The data will be recorded and maintained in the state office as aggregate numbers for each program and the state as a whole. The data will not be recorded under individual student records in IMAS. Local programs will be responsible for collecting accurate Social Security numbers in IMAS for the data match, recording students' goals, recording students' attendance hours, and separating students when they leave the program or receive no services for 90 consecutive days and have no scheduled services. The employment goal data will be reported in NRS Table 5.

### **Core Outcome Measure #3: Retained or Improved Employment**

**Definition:** Learner remains employed in the third quarter after exit quarter

**Applicable Population:** Enrolled learners who, at time of entry, were not employed and had a primary or secondary goal of obtaining employment and who entered employment by the first quarter after exit quarter **and** enrolled learners who are employed at entry who have a primary or secondary goal of improved or retained employment and who exit during the program year.

**Collection Procedure:** For students who obtain a job while enrolled, students who obtain a job by the end of the first quarter after the exit quarter, and students who are employed at entry and had a goal of improved employment or retained employment, this outcome is measured in the third quarter after exit quarter. Data will be obtained by data matching.

**Reporting Procedure:** The Office of Adult Education has a memorandum of understanding to share data with the Department of Commerce and Labor. On a quarterly basis, ABE will run a data match with DOL with the Social Security numbers of ABE students who (1) had the goal of retaining or improving employment, (2) had 12 or more contact hours, and (3) exited the program. The data will be recorded and maintained in the state office as aggregate numbers for each program and the state as a whole. The data will not be recorded under individual student records in IMAS. The employment goal data will be reported in NRS Table 5.

### **Core Outcome Measure #4: Receipt of a Secondary School Diploma or GED**

**Definition:** Learner obtains certification of attaining passing scores on the General Educational Development (GED) tests or obtains a state-recognized equivalent, documenting satisfactory completion of secondary studies (high school).

**Applicable Population:** Enrolled learners who have a primary or secondary goal of passing the GED tests or obtaining an Idaho High School Equivalency Certificate and who exit during the program year.

**Collection Procedure:** Information on students passing the GED tests is obtained through matching data with the GED Testing Services. Local programs will be responsible for this data matching.

**Reporting Procedure:** Programs will match the social security numbers of students against the GED Testing information of any students who had the primary or secondary goal of obtaining a GED, had 12 or more contact hours, and exited the program. This data will be reported in NRS Table 5.

#### **Core Outcome Measure #5: Placement in Postsecondary Education or Training**

**Definition:** Learner enrolls in a postsecondary educational or technical skill training program.

**Applicable Population:** Enrolled learners who have a primary or secondary goal of placement in postsecondary education or training and who exit during the program year.

**Collection Procedure:** Information on enrollment in postsecondary educational or occupational skills training programs is obtained through a data match with the State Board of Education.

**Reporting Procedure:** ABE has a memorandum of understanding to share data with the State Board of Education. At the end of the program year, the SBE will run a national data match with ABE Social Security numbers for students who (1) had the goal of entering postsecondary education or training, (2) had 12 or more contact hours, and (3) exited the program. The data will be recorded and maintained in the state office as aggregate numbers for each program and the state as a whole. The data will not be recorded under individual student records in IMAS. This data will be reported in NRS Table 5.

#### **Learner Reasons or Goals for Attending**

**Definition:** Learner's self-identified reasons for attending the program; additional goals may be collected on local level.

**Educational Gains** – Improve basic literacy skills—improve overall basic literacy skills; Improve English skills—improve overall skills in the English language, e.g., speaking, reading, and writing.

**Obtain a job** – Obtain full- or part-time paid employment.

**Retain or improve current job** – Upgrade skills to enable retention of current job or obtain a job that has increased pay or benefits, higher level of responsibility, or requires a higher level of skill compared with current or most recent job.

**Earn a GED certificate** – Achieve sufficient skills to earn an Idaho High School Diploma by passing the tests of General Educational Development.

**Enter postsecondary education or job training** – Achieve skills to enable enrollment in a postsecondary education program or job training program.

**Collection Procedure:** At intake, learner identifies goal(s) for attending the program or class within the above categories. The reasons should reflect how the learner is to be counted for core outcome measures.

**All enrolled learners will be counted under Educational Gains in NRS Table**

## Procedures for the Data Matching

The NRS includes four Core Outcome Measures for which data must be collected using either data matching—entered employment, retained or improved employment, obtained a GED, and entered postsecondary education or training. Beginning in the year 2007, the Department of Commerce and Labor has agreed to provide data match information, on a quarterly basis, to the Idaho Adult Education Office. Currently, data match is done once a year. To change this system to a quarterly report means that the first matched quarter would be October through December with our data being sent to the DOL in March. We could then conduct another match in June for the months of January through March and in September to collect the data for the months of April and June. Post-secondary data will remain a yearly match. The Office of Adult Basic Education will be responsible for coordinating the data-matching process with the other agencies. The results will be received in aggregate numbers for each program and the state. Programs must collect the information from all students who designate the GED goal as either their primary or secondary goals for attending the program by contacting their regional GED test site.

## ENTRY STATUS

Participants must be categorized by their “entry status” characteristics for reporting purposes.

### **Record for each student:**

**Employment Status:** Check the box that best describes the student’s employment status at time of intake. (The entry status does not change during the academic year.)

**Employed Adult:** Learners who work as paid employees, work in their own business or farm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent.

**Unemployed Adult:** Learners who are not working, but are seeking employment, have made specific efforts to find a job and are available for work. This category does **NOT include** persons who have given up looking for a job, or who otherwise are not available for work, including inmates of correctional facilities.

**Not in Labor Force:** Learners who are not employed and are not seeking employment.

**Disabled:** Learner has a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working.

**On Public Assistance:** Learner is receiving financial assistance from Federal, State or local government agencies, including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance, and aid to the blind or totally disabled. Social Security benefits, unemployment insurance, and employment-funded disability are not

included under this definition.

**Learning Disabled:** Intellectual functioning, or IQ, is usually measured by an IQ test. The average score is 100. People scoring below 70 to 75 are thought to have a deficit. These kinds of tests need to be administered by a licensed school or clinical psychologist.

**\*Developmental disability** is defined in Idaho Code 66-402 (c) as:

A chronic disability of a person, which appears before the age of twenty-two (22) years of age and is attributable to an impairment such as mental retardation, cerebral palsy, epilepsy, autism or other conditions found to be closely related to or similar to one (1) of these impairments, which requires similar treatment of services or is attributable to dyslexia resulting from such impairments and....

- a. Results in substantial functional limitations in three (3) or more of the following areas of major life activity; self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, or economic self-sufficiency; and
- b. Reflects the need for a combination or sequence of special interdisciplinary or generic treatment or other services, which are of lifelong or extended duration and individually planned and coordinated.

This definition is repeated in the Developmental Disability Determination Guidelines in Appendix C and the Rules Governing Agencies (DDA) 16.04.11.003.12 in Appendix E.

## **Student Participation/ Program Enrollment Type**

**Definition:** Learner is enrolled in the following programs or institutions according to the NRS program enrollment type:

Adult Basic Education Program (ABE)

Adult Secondary Education Program (ASE)

English as a Second Language Program (ESL)

Family Literacy Programs

Workplace Literacy Programs

Program for the Homeless

Correctional Facilities

Community Corrections Programs

Other Institutional Program (any other medical or special institution)

**Collection Procedure:** At intake, local program counts learner as entering the appropriate NRS program or class type.

**Reporting Procedure:** Programs create classes in IMAS under the following “Class Types” and register students in the appropriate classes

### **Class Type Choices:**

**Community Corrections (Not State Correctional Institutions):** Basic Skills program takes place in and is for inmates of a city or county jail, workhouse, detention center, group home, or another regional or local institution designed for the confinement or rehabilitation of criminal offenders, or of a community-based rehabilitation facility of halfway house.

**Family Literacy Program:** A holistic basic skills program for families with children that integrates: adult education that leads to economic self-sufficiency; training to prepare parents as the primary teachers of their children; age-appropriate education to prepare children for success in school and life experiences, and parent/child interaction time to build literacy skills.

**English Literacy/Civics:** ESL instruction integrated with civics education, funded at least in part by the English Literacy/Civics Education grant.

**Job Education and Training Program (JET):** An ABE /ESL instructional program for students who meet TANF guidelines and whose goals include further training and/or employment. The program is designed to upgrade basic skills in preparation for employment and entrance into specific job training programs.

**Workplace Literacy Program:** A program designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by:

- Providing adult literacy and other basic skills services and activities, including basic computer literacy skills
- Providing adult secondary education services and activities that may lead to the completion of a GED or High School Equivalency Certificate.
- Meeting the literacy needs of adults with limited English proficiency.

## **ATTENDANCE/ CONTACT HOURS**

**Definition:** Hours of instruction or instructional activity the learner receives from the program; instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, such as classroom instruction, assessment, tutoring, or participation in a learning lab.

**Collection Procedure:** Instructor or program staff will record the contact hours as they are provided. Note that time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress, or inform instruction. Time used to take the official GED tests (American Council on Education, GED Testing Services) may not be counted as contact hours. However, programs may count the time spent on taking the GED practice tests (published by Steck-Vaughn) if the test results are used for diagnostic purposes to inform instruction.

**Reporting Procedure:** Data on contact hours, including testing hours and attendance hours, must be entered in IMAS on a regular basis. Contact hours may be entered daily or added up and entered cumulatively at the end of the week, biweekly, and no longer than monthly. Attendance and testing data must be entered according to the IMAS reporting schedule/calendar dates.

### **Other Resources;**

For other resources regarding the Assessment Policy, Training and Technical Assistance, Learning Disabilities, or other topics of interest please visit our website at [www.sde.state.id.us/certification/AdultEd.asp](http://www.sde.state.id.us/certification/AdultEd.asp)

## Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<b>Beginning ABE Literacy</b> <b>Test Benchmark:</b> <i>TABE (7–8 and 9–10) scale scores (grade level 0–1.9):</i> Reading: 367 and below Total Math: 313 and below Language: 389 and below  <i>CASAS scale scores:</i> Reading: 200 and below Math: 200 and below Writing: 200 and below  <i>ABLE scale scores (grade level 0–1.9):</i> Reading: 523 and below Math: 521 and below	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
<b>Beginning Basic Education</b> <b>Test Benchmark:</b> <i>TABE (7–8 and 9–10) scale scores (grade level 2–3.9):</i> Reading: 368–460 Total Math: 314–441 Language: 390–490  <i>CASAS scale scores:</i> Reading: 201–210 Math: 201–210 Writing: 201–225  <i>ABLE scale scores (grade level 2–3.9):</i> Reading: 525–612 Math: 530–591	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.

**Notes:** The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABLE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.

## Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<b>Low Intermediate Basic Education</b> <i>Test Benchmark:</i> <i>TABE (7–8 and 9–10) scale scores (grade level 4–5.9):</i> Reading: 461–517 Total Math: 442–505 Language: 491–523  <i>CASAS scale scores:</i> Reading: 211–220 Math: 211–220 Writing: 226–242  <i>ABLE scale scores (grade level 4–5.9):</i> Reading: 613–644 Math: 593–641	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.
<b>High Intermediate Basic Education</b> <i>Test Benchmark:</i> <i>TABE (7–8 and 9–10) scale scores (grade level 6–8.9):</i> Reading: 518–566 Total Math: 506–565 Language: 524–559  <i>CASAS scale scores:</i> Reading: 221–235 Math: 221–235 Writing: 243–260  <i>ABLE scale score (grade level 6–8.9):</i> Reading: 646–680 Math: 643–693  <i>WorkKeys scale scores:</i> Reading for Information: 75–78 Writing: 75–77 Applied Mathematics: 75–77	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.

## Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<b>Low Adult Secondary Education</b> <b>Test Benchmark:</b> <i>TABE (7–8 and 9–10): scale scores (grade level 9–10.9):</i> Reading: 567–595 Total Math: 566–594 Language: 560–585  <i>CASAS scale scores:</i> Reading: 236–245 Math: 236–245 Writing: 261–270  <i>ABLE scale scores (grade level 9–10.9):</i> Reading: 682–697 Math: 694–716  <i>WorkKeys scale scores:</i> Reading for Information: 79–81 Writing: 78–85 Applied Mathematics: 78–81	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.	Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.
<b>High Adult Secondary Education</b> <b>Test Benchmark:</b> <i>TABE (7–8 and 9–10): scale scores (grade level 11–12):</i> Reading: 596 and above Total Math: 595 and above Language: 586 and above  <i>CASAS scale scores:</i> Reading: 246 and above Math: 246 and above Writing: 271 and above  <i>ABLE scale scores (grade level 11–12):</i> Reading: 699 and above Math: 717 and above  <i>WorkKeys scale scores:</i> Reading for Information: 82–90 Writing: 86–90 Applied Mathematics: 82–90	Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.

## Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<b>Beginning ESL Literacy</b> <i>Test Benchmark:</i> <i>CASAS scale scores:</i> Reading: 180 and below Listening: 180 and below  Oral BEST: 0–15 (SPL 0–1) BEST Plus: 400 and below (SPL 0–1) Literacy BEST: 0–7 (SPL 0–1)	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
<b>Beginning ESL</b> <i>Test Benchmark:</i> <i>CASAS scale scores:</i> Reading: 181–200 Math: 181–200 Writing: 200 and below  Oral BEST 16–41 (SPL 2–3) BEST Plus: 401–438 (SPL 2–3) Literacy BEST: 8–46 (SPL 2–4)	Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition. There is little communicative output and only in the most routine situations and little or no control over basic grammar. Survival needs can be communicated simply, and there is some understanding of simple questions.	Individual can recognize, read, and write numbers and letters but has a limited understanding of connected prose and may need frequent re-reading; can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, uses inconsistent simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.
<b>Low Intermediate ESL</b> <i>Test Benchmark:</i> <i>CASAS scale scores:</i> Reading: 201–210 Math: 201–210 Writing: 201–225  Oral BEST: 42–50 (SPL 4) BEST Plus: 439–472 (SPL 4) Literacy BEST: 47–53 (SPL 5)	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

## Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<b>High Intermediate ESL</b>  <b>Test Benchmark:</b> <i>CASAS scale scores:</i> Reading: 211–220 Math: 211–220 Writing: 226–242  Oral BEST: 51–57 (SPL 5) BEST Plus: 473–506 (SPL 5) Literacy BEST: 54–65 (SPL 6)	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
<b>Low Advanced ESL</b>  <b>Test Benchmark:</b> <i>CASAS scale scores:</i> Reading: 221–235 Math: 221–235 Writing: 243–260  Oral BEST 58–64 (SPL 6) BEST Plus: 507–540 (SPL 6) Literacy BEST: 66 and above (SPL 7)	Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary but may need repetition, rewording, or slower speech; can speak creatively but with hesitation; can clarify general meaning by rewording and has control of basic grammar; and understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country and has consistent use of basic punctuation but makes grammatical errors with complex structures.	Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; and can handle jobs that require simple oral and written instructions, multistep diagrams, and limited public interaction. The individual can use all basic software applications, understand the impact of technology, and select the correct technology in a new situation.
<b>High Advanced ESL</b>  <b>Test Benchmark:</b> <i>CASAS scale scores:</i> Reading: 236–245 Math: 236–245 Writing: 261–270  Oral BEST 65 and above (SPL 7) BEST Plus: 541–598 (SPL 7) Exit Criteria: BEST Plus 599 and higher (SPL 8)	Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work, and social situations; can expand on basic ideas in conversation but with some hesitation; and can clarify general meaning and control basic grammar but still lacks total control over complex structures.	Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; and uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well formed sentences, appropriate mechanics and spelling, and few grammatical errors.	Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs, and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. Individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; and can instruct others in use of software and technology.

## NRS MEASURES:

### Summary of NRS Measures and Definitions


TOPIC	MEASURES	CATEGORIES OR DEFINITIONS
<b>Core Outcome Measures</b>		
<i>Educational gains</i>	❖ Educational gains	❖ Educational functioning levels in reading, writing, speaking, and listening and functional areas
<b>Followup measures</b>	❖ Entered employment	❖ Learners who obtain a job by the end of the first quarter after the exit quarter
	❖ Retained employment	❖ Learners who obtain a job and remain employed in the third quarter after program exit
	❖ Receipt of secondary school diploma or GED	❖ Learners who obtain a GED, secondary school diploma, or recognized equivalent after exit.
	❖ Placement in postsecondary education or training	❖ Learners enrolling after exit in a postsecondary educational or occupational skills program building on prior services or training received
<b>Core Descriptive and Participation Measures</b>		
<i>Demographics</i>	❖ Ethnicity	❖ American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, Black or African American (non-Hispanic), Hispanic or Latino, White (non-Hispanic)
	❖ Gender	❖ Male, female
	❖ Age	❖ Date of birth
<i>Status and goals</i>	❖ Labor force status	❖ Employed, not employed, not in labor force
	❖ Public assistance status	❖ Receiving or not receiving assistance
	❖ Rural residency	❖ Rural, not rural

	<ul style="list-style-type: none"> <li>❖ Disability status</li> <li>❖ Learner's main and secondary reasons or goals for attending</li> </ul>	<ul style="list-style-type: none"> <li>❖ Disabled, not disabled</li> <li>❖ Obtain a job, retain current job, improve current job, earn a secondary school diploma or GED, enter postsecondary education or training, improve basic literacy skills, improve English language skills, citizenship, work-based project learner goal, other personal goals</li> </ul>
TOPIC	MEASURES	CATEGORIES OR DEFINITIONS
<i>Student participation</i>	<ul style="list-style-type: none"> <li>❖ Contact hours</li> <li>❖ Program enrollment type</li> </ul>	<ul style="list-style-type: none"> <li>❖ Number of hours of instructional activity</li> <li>❖ ABE, ASE, ESL, family literacy, workplace programs, homeless programs, correctional facilities, community corrections programs, other institutional programs</li> </ul>
<b>Secondary Outcome and Student Status Measures (Optional)</b>		
<b>Employment</b>	<ul style="list-style-type: none"> <li>❖ Reduction in receipt of public assistance</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students whose welfare benefits or equivalent public assistance grant is reduced or eliminated due to employment</li> </ul>
<b>Work-based project learner achievement</b>	<ul style="list-style-type: none"> <li>❖ Met work-based project learner goal</li> </ul>	<ul style="list-style-type: none"> <li>❖ Achieved skills for work-based project learner activity (activity of at least 12 hours and no more than 30 hours of instruction related to a teach specific workplace skills)</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>❖ Achieved citizenship skills</li> <li>❖ Voting behavior</li> <li>❖ General involvement in community activities</li> </ul>	<ul style="list-style-type: none"> <li>❖ Achieve the skills needed to pass the citizenship exam</li> <li>❖ Learner registers to vote or votes for the first time</li> <li>❖ Learner increases involvement in community activities</li> </ul>
<b>Family</b>	<ul style="list-style-type: none"> <li>❖ Involvement in children's education</li> </ul>	<ul style="list-style-type: none"> <li>❖ Learner increases help given for children's school work, contact with teachers to discuss education, and involvement in children's school</li> </ul>

	❖ Involvement in children's literacy-related activities	❖ Learner increases the amount read to children, visits libraries, or purchases books or magazines for children
Student status	❖ Low-income status ❖ Displaced homemaker ❖ Single-parent status ❖ Dislocated worker ❖ Learning disabled adult	❖ Low income, not low income ❖ Displaced homemaker, not displaced homemaker ❖ Single parent, not single parent ❖ Dislocated worker, not dislocated worker ❖ Learning disabled, not learning disabled

## Organizational Structure of IMAS

- State Level: There is a state level that accesses statewide data. Data for all Programs and all students can be accessed at this level. State reports can be generated at this level.
- Program (Programadmin): This is the level for directors and approved data entry personnel. There is one director login for each Program; all others with this level will be listed as a separate user under the Program. This login can
  - input and **approve** data,
  - set up new classes and edit existing classes,
  - add and delete users,
  - set roles for users,
  - see all data for the Program, and
  - run tables for the Program.
- Login will be the director's email address, lower case with no spaces. The original password is "imas." This will need to be changed in order to protect Program data. At first login, click on "User List" on left menu bar. Click on director's name. Put in new password and confirm by re-entering password.
- This will be the first screen when you log on for the first time (Figure 1). Each Program will be set up with the director's email address (lower case, no spaces).



# IMAS

IDAHO MANAGEMENT AND ACCOUNTABILITY SYSTEM

Tuesday, December 13, 2005

You are logged in as:  
**[132]**  
**vamorgan@nic.edu**  
 Vicki Morgan  
[Log Out](#)

**STUDENT MANAGEMENT**

- Review Students
- Lookup Students
- & Add New
- Student Tests
- Attendance Alerts
- Testing Alerts
- Enrollment Alerts
- Status Alerts

**CLASS MANAGEMENT**

- Class Improvement
- Enter Hours
- Review Hours
- New Class
- Class List

**PROGRAM MANAGEMENT**

- Date Changes
- LEA List
- Tests Review
- Outcome Approval

**USER MANAGEMENT**

- New User
- User List

## ADD / EDIT STUDENT

Please search for an existing student and only if he or she cannot be found please [click here](#) to enter new student into the system.

**Student Lookup:** [Show / Hide](#)

by SSR:  -  -

**Advanced Student Lookup**

by Tax Identification Number

OR

by any part of Last Name  **AND**

Birth Date (optional)

If Student does not have Social Security # then use Advanced Student Lookup.

Figure 1

- Teacher: This role is determined by the director. Directors will use teachers' email address for login and can let them choose their own password or assign them a password. (*Be sure to use your email address for login.*)

*A VIEW-ONLY TEACHER can*

- view class information,
- view student list,
- view student details,
- view students test, and
- view reports.

*A VIEW-ONLY TEACHER cannot*

- enter data or
- edit data.

*A TEACHER can*

- enter students,
- edit students,
- enter test scores,
- enter attendance hours,
- edit attendance hours,
- add student outcomes,
- separate students, and
- view reports, attendance, and testing alerts.

*A TEACHER cannot*

- add users,
- add classes, or
- change roles.

*A TEACHER ADD CLASS*

- is assigned by the state office to individual teachers in a specific Program.

- Program viewer: This role is a view-only permission level for those in the Program (for example: deans or presidents who would like to be able to log on and look at Program level data). The director must set up this user and password. Use email address for login at this level also.

## Navigation Menu Bar

- The navigation menu bar on the left side of the page is divided into “Student Management,” “Class Management,” “Program Management,” “User Management,” and “Reports.” (Figure 2). Each title bar is color-coded, and the colors are reflected for each section throughout the system. There are subtitles under each title bar; your assigned user role status will determine the number of subtitles accessible to you.

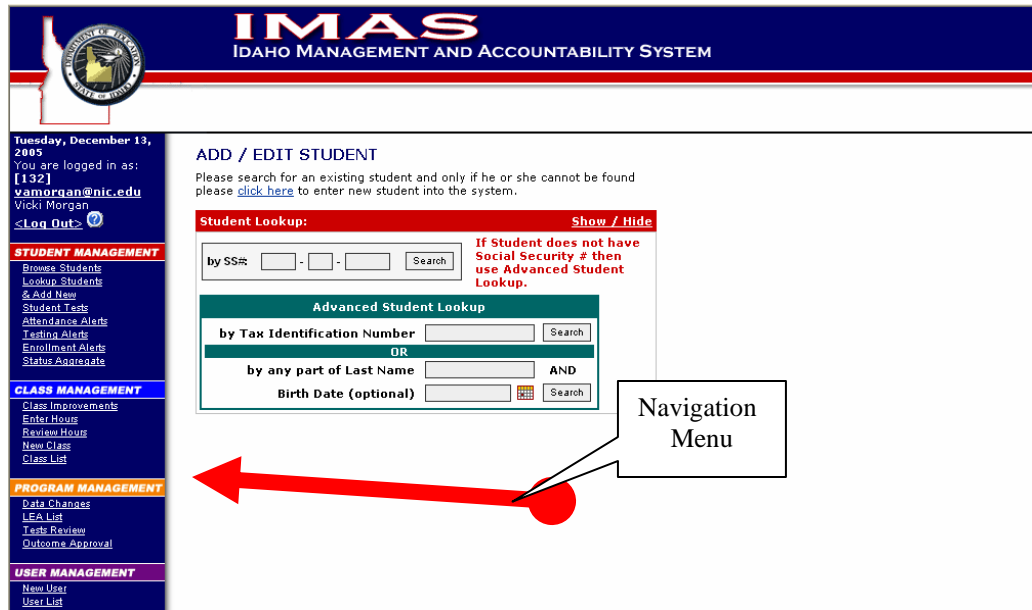


Figure 2

# Getting Started

## “User Management”

- Enter users by clicking on “**New Users**” on left menu bar under “**User Management.**”
- Enter all personnel, including paraprofessional and all literacy council tutors, using email address (lower case, no spaces) as login. Assign or have them select a password.
- Change password if already set in the system as a user.
- Complete all information on each user. This will enable Table 7 to be correct. Programs keep this information current.

## Under “Class Management”

- Create classes by a name that can be easily identified. **Do not** use a date in the class name. Once created, these classes will role over from one fiscal year to the next. Just a note—it is probably a good idea not to use teacher names as part of class name. Teachers come and go. Each class name needs to be unique within an Program.
- Assign a teacher to class and his or her role related to the class.

Under “**Student Management,**” click “Look Up Students & Add New.” You will get the “ADD/EDIT STUDENT” screen.

1. You must first check to make sure that your student is not in the system.

To do this, type in the Social Security number in the “**Student Lookup**” box or the student last name and/or birth date in the “**Advanced Student Lookup**” box and then click “Search.” If the student is ESL or declined to provide a Social Security number, type in either the assigned identification number OR the student’s last name and/or birth date and click “Search” (Figure 4).

## Student Management: Look Up Students & Add New

If the student does not exist in the system, the message “no results found” will appear in red at the bottom of the “ADD/EDIT STUDENT” screen (Figure 4).

ADD / EDIT STUDENT - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://imas.zbit.us/AddEditStudent.aspx

**IMAS**  
IDAHO MANAGEMENT AND ACCOUNTABILITY SYSTEM

Tuesday, December 13, 2005  
You are logged in as:  
[132]  
vamorgan@nic.edu  
Vicki Morgan  
<Log Out>

**STUDENT MANAGEMENT**  
[Browse Students](#)  
[Lookup Students](#)  
[Add New](#)  
[Student Tests](#)  
[Attendance Alerts](#)  
[Testing Alerts](#)  
[Enrollment Alerts](#)  
[Status Aggregate](#)

**CLASS MANAGEMENT**  
[Class Improvements](#)  
[Enter Hours](#)  
[Review Hours](#)  
[New Class](#)  
[Class List](#)

**PROGRAM MANAGEMENT**  
[Data Changes](#)  
[LEA List](#)  
[Tests Review](#)  
[Outcome Approval](#)

**USER MANAGEMENT**  
[New User](#)  
[User List](#)  
[New User Added](#)

**ADD / EDIT STUDENT**  
Please search for an existing student and only if he or she cannot be found please [click here](#) to enter new student into the system.

**Student Lookup:** [Show / Hide](#)

by SS#: 518 - 84 - 8211 Search

If Student does not have Social Security # then use Advanced Student Lookup.

**Advanced Student Lookup**

by Tax Identification Number Search

OR

by any part of Last Name AND

Birth Date (optional) Search

**No Results Found.**

Figure 4

Click on the blue link “[click here](#)” (located in the paragraph right under the “ADD/EDIT STUDENT” heading) to go to the student entry screen, “STUDENT BIO” (Figure 5).

ADD / EDIT STUDENT - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites

Address http://imas.zbit.us/AddEditStudent.aspx

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IDAHO MANAGEMENT AND ACCOUNTABILITY SYSTEM

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Vicki Morgan  
<Log Out>

**STUDENT MANAGEMENT**  
Browse Students  
Lookup Students  
& Add New  
Student Tests  
Attendance Alerts  
Testing Alerts  
Enrollment Alerts  
Status Aggregate

**CLASS MANAGEMENT**  
Class Improvements  
Enter Hours  
Review Hours  
New Class  
Class List

**PROGRAM MANAGEMENT**  
Data Changes  
LEA List  
Tests Review  
Outcome Approval

**USER MANAGEMENT**  
New User  
User List  
New User Start

**ADD / EDIT STUDENT**  
Please search for an existing student and only if he or she cannot be found please [click here](#) to enter new student into the system.

**Student Lookup** [Show / Hide](#)  
by SS# 518 - 84 - 8211 Search

**Advanced Student Lookup**  
by Tax Identification Number Search  
OR  
by any part of Last Name AND  
Birth Date (optional) Search

No Results Found.

Click Here

Figure 5

2. If this is a student who supplied a Social Security number, input student's Social Security number and begin entering student data. *Fields in red (Social Security Number, Date of Birth, Last Name, etc.) indicate that you must input the information into the field.* The small box to the right of the Date of Birth field is a calendar. You may click on the calendar and choose the date from there, or you may manually input the birth date. If you manually input the date, use the format mm/dd/yyyy. (Use slashes, /, and not dashes, -.) Please note that Idaho ABE uses the Social Security number to data match information regarding employment goals with the Department of Labor and Commerce, and post-secondary educational goals with the State Board of Education. Only students with entered social security numbers may be counted in the data match; therefore, it is important to secure the social security numbers whenever possible.

## Generate a Student I.D. Number

3. If you are inputting a new student (ESL or student who did not supply a SSN), you must enter the required field information BEFORE you can assign that student a number. To begin entry, input the Date of Birth, First Name, etc., until you have input information in the last field required for this screen. Then go back to the beginning of the screen and click under the Social Security field where it tells you **"If student does not have SSN click here."** The message will change to read **"If student doesn't have Federal ID Number, assign Student Number."** You have the choice to "Click here to generate EIN" or "Click here to add SSN." If you try to assign a number before inputting student information in the required fields, it will appear that nothing happens. However, if you go to the bottom of your screen, you will see the error messages telling you to fill in required information. Entry for all students without a Social Security number must be done in this order. You will now follow instruction #4. Once you have acquired the EIN, be sure to document that number or print the page for the student file. Once you continue to the next screen, the EIN will be hidden from view.
4. When you get to the end of the first entry screen, you will click on the **"Enter New Student Bio and continue"** box at the bottom (Figure 6). Notice that the **"Current Registration"** status shows **"not registered."** This will be updated when enrollment is complete.

The screenshot shows a web browser window titled "STUDENT BIO - Microsoft Internet Explorer". The address bar shows "http://mas.zbit.us/StudentBioEdit.aspx". The page content includes a sidebar with navigation links and a main form area. The form is titled "STUDENT BIO" and contains the following fields:

- Social Security Number: [ ] - [ ] - [ ]
- Date of Birth: [ ] / [ ] / [ ]
- First Name: [ ]
- Middle Name: [ ]
- Last Name: [ ]
- Primary Address: [ ]
- City: [ ]
- State: Idaho (dropdown)
- County: Ada, ID (dropdown)
- Zip: [ ]
- Ethnicity: --Please select-- (dropdown)
- Gender: Please select gender (dropdown)
- Home Phone: ( ) ( ) - ( ) ( )
- Emergency Contact: ( ) ( ) - ( ) ( )
- Work Phone: ( ) ( ) - ( ) ( )
- Cell Phone: ( ) ( ) - ( ) ( )
- Email Address: [ ]
- Native Language: --Please select-- (dropdown)
- Data Matching: ☒ Has given permission
- Current Registration: Not registered

A red arrow points from a speech bubble containing the text "Not Registered" to the "Current Registration" field.

Figure 6

5. After clicking on the “Enter New Student Bio and Continue” box, you will go to the “STUDENT REGISTRATION” screen (Figure 7).

STUDENT REGISTRATION - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://imas.zbit.us/StudentRegister.aspx?si=303

**IMAS**  
IDAHO MANAGEMENT AND ACCOUNTABILITY SYSTEM

Tuesday, December 13, 2005  
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[132]  
vamorgan@nic.edu  
Vicki Morgan  
<Log Out>

**STUDENT MANAGEMENT**  
Browse Students  
Lookup Students  
& Add New  
Student Tests  
Attendance Alerts  
Testing Alerts  
Enrollment Alerts  
Status Aggregate

**CLASS MANAGEMENT**  
Class Improvements  
Enter Hours  
Review Hours  
New Class  
Class List

**PROGRAM MANAGEMENT**  
Data Changes  
LEA List  
Tests Review  
Outcome Approval

**USER MANAGEMENT**  
New User  
User List  
New User Alert

**STUDENT REGISTRATION**

[Ann Erickson](#) [3034-1]  
**Warning: NOT a current registration REGISTER STUDENT**

**Renew Student Registration**

Registration Date Student Contact Type

--Please select-- **Register**

**Student Registrations**

Contact Type	Registered	Separated	Hours	Outcome
<input type="button" value="Continue &gt;&gt;"/>				

Figure 7

6. You will enter the Date of Enrollment (contact date) under the **Registration Date** field of the “**Renew Student Registration**” box. You also will enter the **Student Contact Type**, which will be either ABE/ASE (regular students) or ESL (for English as a Second Language students). Then click the “**Register**” button located to the right of the contact type in the same box (see Figure 7 above). Once the student has been registered as ESL, he or she can progress to become an ABE/ASE student. **Beware:** A student cannot go from ABE/ASE registration/contact type to an ESL registration/contact type. If a student is accidentally entered as an ABE/ASE contact type and should have been ESL, it may be impossible to correct the error.

7. After successful registration, a message will appear at the bottom of the “STUDENT REGISTRATION” screen in red stating “Student has been registered!” (Figure 8).

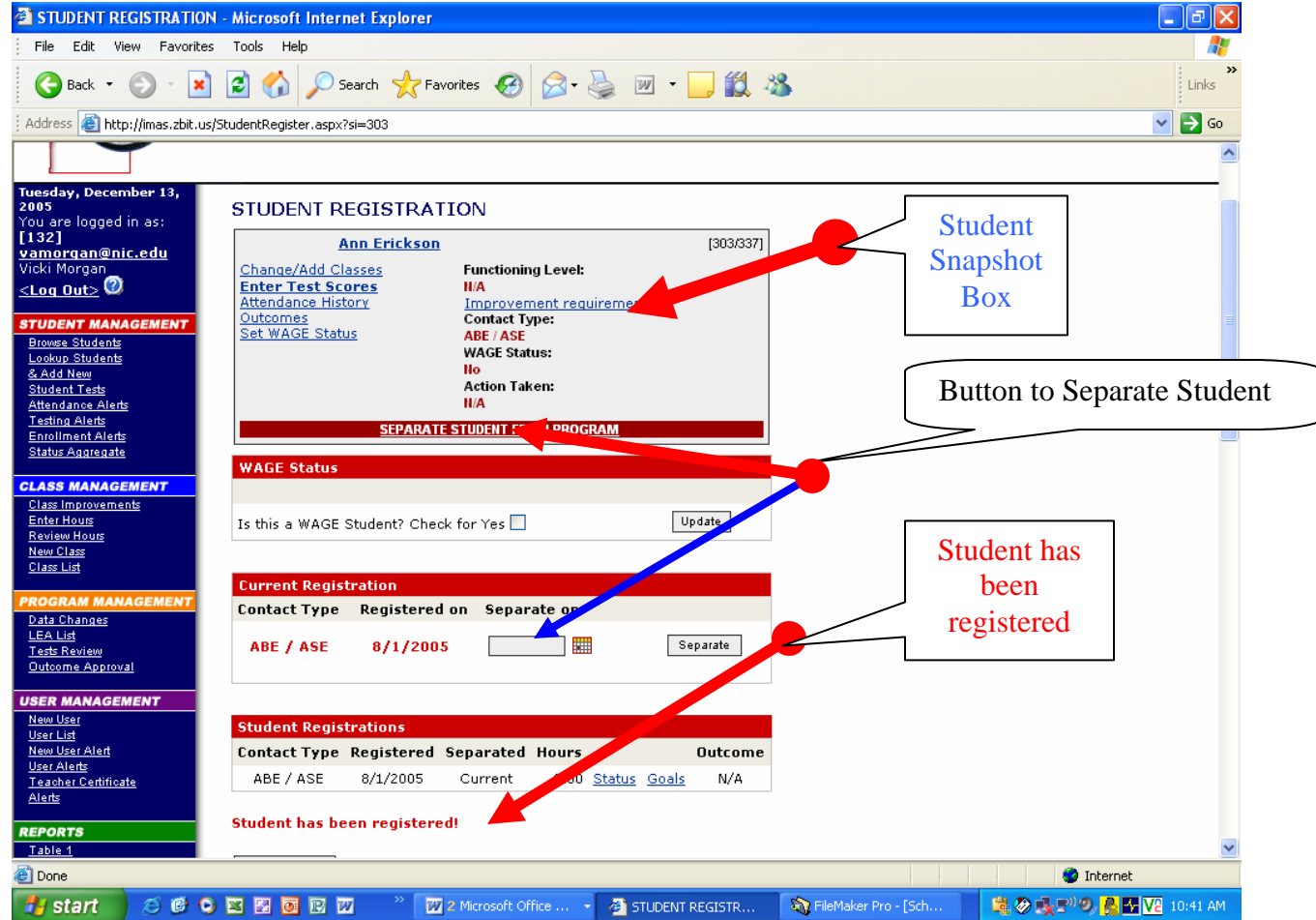


Figure 8

*Note:* In Figure 8, the box now has information listed under the student. Notice that a gray box is now right under the “STUDENT REGISTRATION” heading, which we will refer to as the “**Student Snapshot.**” This gives information about the student. Since test scores have not been entered, the Functioning Level is N/A.

A “Separate” option is now listed also. This feature is to allow you to separate a student from the Program. It does not mean that the student you just entered is separated.

8. Click “**continue**” at the bottom of the “STUDENT REGISTRATION” screen to go to the next screen, “STUDENT CLASS PLACEMENT” (Figure 9). You will enroll the student in a class here. Classes that you created earlier will be listed in the “Enroll in *Program Name*” box. To add your student to a class, click the box under “ADD” in the “Enroll in *Program Name*” box, and a check will appear. You will then click on the “**Update Class Enrollment and Continue**” to enroll the student in class. *Note: You MUST put a check in the “Add” box for the class in which the student will be enrolling, or else the student will not appear in any class, even though you have registered that student.* This system makes a distinction between registering a student and enrolling a student into a class (enrollment). You may choose to skip this step and enroll the student later (**but it is not advisable**), in which case you would click “**Skip Enrollment.**” The “Skip” feature allows you to complete inputting the demographic information before inputting test scores. **However; you can not enter test scores until the student is enrolled in a class.**

**STUDENT CLASS PLACEMENT**

Ann Erickson [303/337]

Change/Add Classes  
Enter Test Scores  
Attendance History  
Outcomes  
Set WAGE Status

Functioning Level: N/A  
Improvement requirements  
Contact Type: ABE / ASE  
WAGE Status: No  
Action Taken: N/A

**SEPARATE STUDENT FROM PROGRAM**

**Class Placement History**

Class	Status	Placed	Separated
-------	--------	--------	-----------

**Morgan Program (change selection)**

**Enroll in classes under Morgan Program**

Class name	Instructor	Schedule	Add*
la_3		Mon 2:00 AM-3:00 AM	<input type="checkbox"/>
Math 1_cda		Mon 9:00 AM-10:00 AM Wed 9:00 AM-10:00 AM	<input type="checkbox"/>
math 3		Sun 1:00 AM-2:00 AM	<input type="checkbox"/>

\*Click on a corresponding checkbox to add student to class.  
Click [here](#) to add a class to Morgan Program.

**Update Class Enrollment and continue>>** **Skip Enrollment>>**

**Callouts:**

- Add class (points to the 'Add\*' checkbox for 'la\_3')
- Update Class Enrollment (points to the 'Update Class Enrollment and continue' button)

Figure 9

9. The next screen to appear is the “STUDENT STATUS AND NEEDS.” You will continue inputting student demographic data on this screen (Figure 10).

STUDENT STATUS MEASURES - Microsoft Internet Explorer

vamorgan@nic.edu  
Vicki Morgan  
[Log Out]

**STUDENT MANAGEMENT**  
Browse Students  
Add New Student  
Add New Student Tests  
Attendance Alerts  
Testing Alerts  
Enrollment Alerts  
Status Alerts

**CLASS MANAGEMENT**  
Class Information  
Enroll Hours  
Review Hours  
New Class  
Class List

**PROGRAM MANAGEMENT**  
Data Changes  
LEA List  
Test Review  
Outcome Approval

**USER MANAGEMENT**  
New User  
User List  
New User Alert  
User Alerts  
Teacher Certificate Alerts

**REPORTS**  
Table 1  
Table 2  
Table 3  
Table 4  
Table 5  
Table 6  
Table 7  
Table 8  
Table 9  
Table 10  
Table 11  
Table 12

**Ann Erickson [303/337]**

Enrolled Classes: Morgan Program - Aa 3  
Morgan Program - Aa 3  
Change/Add Classes  
Enter Test Scores  
Attendance History  
Outcomes  
Set WAGE Status

Functioning Level: N/A  
Improvement requirements  
Contact Type: ABE / ASE  
WAGE Status: No  
Action Taken: N/A

**SEPARATE STUDENT FROM PROGRAM**

Citizenship: --Please select--  
Last Grade completed: --Please select--  
Last year attended: Please select year  
Living Area: --Please select--  
Employment: --Please select--  
Receives public assistance? ☐ Yes ☒ No  
Diagnosed with physical disability? ☐ Yes ☒ No  
Diagnosed with learning disability? ☐ Yes ☒ No  
Status: ☐ Low Income ☐ Displaced Homemaker ☐ Single Parent ☐ Dislocated Worker  
Intake Person: Please select  
Intake Hours: 25  
Referring Agency: Please select

Figure 10

10. After inputting, click “**Update Status and Continue**” (Figure 11). Once this has been entered and submitted, you will no longer have access or see the information entered. You cannot edit this section once you move on. If it needs to be edited/changed, contact the state office.

STUDENT STATUS MEASURES - Microsoft Internet Explorer

vamorgan@nic.edu  
Vicki Morgan  
[Log Out]

**STUDENT MANAGEMENT**  
Browse Students  
Add New Student  
Add New Student Tests  
Attendance Alerts  
Testing Alerts  
Enrollment Alerts  
Status Alerts

**CLASS MANAGEMENT**  
Class Information  
Enroll Hours  
Review Hours  
New Class  
Class List

**PROGRAM MANAGEMENT**  
Data Changes  
LEA List  
Test Review  
Outcome Approval

**USER MANAGEMENT**  
New User  
User List  
New User Alert  
User Alerts  
Teacher Certificate Alerts

**REPORTS**  
Table 1  
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Table 6  
Table 7  
Table 8  
Table 9  
Table 10  
Table 11  
Table 12

**Ann Erickson [303/337]**

Enrolled Classes: Morgan Program - Aa 3  
Morgan Program - Aa 3  
Change/Add Classes  
Enter Test Scores  
Attendance History  
Outcomes  
Set WAGE Status

Functioning Level: N/A  
Improvement requirements  
Contact Type: ABE / ASE  
WAGE Status: No  
Action Taken: N/A

**SEPARATE STUDENT FROM PROGRAM**

Citizenship: --Please select--  
Last Grade completed: --Please select--  
Last year attended: Please select year  
Living Area: --Please select--  
Employment: --Please select--  
Receives public assistance? ☐ Yes ☒ No  
Diagnosed with physical disability? ☐ Yes ☒ No  
Diagnosed with learning disability? ☐ Yes ☒ No  
Status: ☐ Low Income ☐ Displaced Homemaker ☐ Single Parent ☐ Dislocated Worker  
Intake Person: Please select  
Intake Hours: 25  
Referring Agency: Please select

**Update Status and continue >>**

Update Status and continue button

Figure 11

11. You are then taken to the “STUDENT TESTS” screen (Figure 12). Under the “Programs Select Test Options,” you will choose the appropriate test. You may choose TABE or CASAS for ABE/ASE; if your student is classified as an ESL, you will only be able to select tests that correlate with that contact type (BEST, CASAS).

http://imas.zbit.us - STUDENT PRE TEST - Microsoft Internet Explorer

File Edit View Favorites Tools Help

IMAS  
IDAHO MANAGEMENT AND ACCOUNTABILITY SYSTEM

Tuesday, December 13, 2005  
You are logged in as:  
11321  
Vamorgan@nic.edu  
Vicki Morgan  
Log Out

**STUDENT MANAGEMENT**  
Browse Students  
Lookup Students  
Add New  
Student Tests  
Attendance Alerts  
Enrollment Alerts  
Status Alerts

**CLASS MANAGEMENT**  
Class Information  
Enter Hours  
Review Hours  
New Class  
Class List

**PROGRAM MANAGEMENT**  
Data Changes  
LEA List  
Test Review  
Outcome Approval

**USER MANAGEMENT**  
New User  
User List  
New User Alert  
User Alerts  
Teacher Certificate  
Alerts

**STUDENT PRE TEST**  
Ann Erickson [303/337]

Enrolled Classes: Morgan Program - ABE / ASE  
Functioning Level: H/A  
Improvement requirements  
Contact Type: ABE / ASE  
WAGE Status: No  
Action Taken: H/A

SEPARATE STUDENT FROM PROGRAM

Current Status: Never Tested (no tests were entered). Enter Pretests below.

Assessment Testing Based on Contact Type ABE/ASE  
Battery for: ABE / ASE Justification: Traditional

ASSESSMENT TEST REPORTING

Test Name	Date	Range	Score
Save Tests and continue >>			

TESTS HISTORY

Series Entry Tests \*\*

Figure 12

12. After selecting the appropriate test, you are taken to the “STUDENT TESTS” screen (Figure 13). The “Programs Select Test Options” box already has the Test Battery you entered; under “Justification,” you will choose one of the three options—“Traditional” for entering three subject area scores,”Nontraditional 1” for entering one subject area score, and “Nontraditional 2” for entering two subject area scores.

http://imas.zbit.us - STUDENT PRE TEST - Microsoft Internet Explorer

File Edit View Favorites Tools Help

IMAS  
IDAHO MANAGEMENT AND ACCOUNTABILITY SYSTEM

Tuesday, December 13, 2005  
You are logged in as:  
11321  
Vamorgan@nic.edu  
Vicki Morgan  
Log Out

**STUDENT MANAGEMENT**  
Browse Students  
Lookup Students  
Add New  
Student Tests  
Attendance Alerts  
Enrollment Alerts  
Status Alerts

**CLASS MANAGEMENT**  
Class Information  
Enter Hours  
Review Hours  
New Class  
Class List

**PROGRAM MANAGEMENT**  
Data Changes  
LEA List  
Test Review  
Outcome Approval

**USER MANAGEMENT**  
New User  
User List  
New User Alert  
User Alerts  
Teacher Certificate  
Alerts

**STUDENT PRE TEST**  
Ann Erickson [303/337]

Enrolled Classes: Morgan Program - ABE / ASE  
Functioning Level: H/A  
Improvement requirements  
Contact Type: ABE / ASE  
WAGE Status: No  
Action Taken: H/A

SEPARATE STUDENT FROM PROGRAM

Current Status: Never Tested (no tests were entered). Enter Pretests below.

Assessment Testing Based on Contact Type ABE/ASE  
Battery for: ABE / ASE Justification: Traditional

ASSESSMENT TEST REPORTING

Test Name	Ver.	Date	Range	Score
TABE 7A				
Save Tests and continue >>				

TESTS HISTORY

Series Entry Tests \*\*

Figure 13

13. Under the “ASSESSMENT TEST REPORTING” box on the “STUDENT TESTS” screen, you will enter the test date, test name, and score. Note that when you enter the test name, your screen may change for a split second and you may have to scroll back down to the “ASSESSMENT TEST REPORTING” box; this happens because the test score range is being configured. After scrolling back down to enter the score, you will see a range. You will have to enter a score between these ranges. After entering your test information, you will click on the “**Save Tests and continue**” box. **WARNING:** Once you have clicked this button, the test information is entered. If you get to the next screen and hit your back button, you cannot re-save the test information. You will see the following error (Figure 14).

http://imas.zbit.us - STUDENT PRE TEST - Microsoft Internet Explorer

Tuesday, December 13, 2005  
You are logged in as:  
[132]  
vamorgan@nic.edu  
Vicki Morgan  
<Log Out>

**STUDENT MANAGEMENT**  
Browse Students  
Lookup Students  
& Add New  
Student Tests  
Attendance Alerts  
Testing Alerts  
Enrollment Alerts  
Status Aggregate

**CLASS MANAGEMENT**  
Class Improvements  
Enter Hours  
Review Hours  
New Class  
Class List

**PROGRAM MANAGEMENT**  
Data Changes  
LEA List  
Tests Review  
Outcome Approval

**USER MANAGEMENT**  
New User  
User List  
New User Alert  
User Alerts  
Teacher Certificate  
Alerts

**REPORTS**  
Table 1  
Table 2  
Table 3

**STUDENT PRE TEST**  
Ann Erickson [303/337]  
Enrolled Classes: Morgan Program - Ia 3  
Morgan Program - Math 1 oola  
Change/Add Classes  
Enter Test Scores  
Attendance History  
Outcomes  
Set WAGE Status  
Functioning Level: IIA  
Improvement requirements  
Contact Type: ABE / ASE  
WAGE Status: Ito  
Action Taken: IIA  
SEPARATE STUDENT FROM PROGRAM

Current Status: **Never Tested** (no tests were entered). Enter Pretests below.

**Assesment Testing Based on Contact Type ABE/ASE**  
Battery for: ABE / ASE Justification: Traditional  
TABE 9/10

**ASSESSMENT TEST REPORTING**

Test Name	Ver.	Date	Range	Score
TABE 9 Total Reading	M	8/5/2005	100-999	425
TABE 9 Total Math	M	8/5/2005	100-999	389
TABE 9 Total Language	M	8/5/2005	100-999	485

Save Tests and continue >>

An existing test Series with the same entry date was found. Only one Series entry per day is allowed.

**TESTS HISTORY**  
Series Entry Tests \*\*

**WARNING**

Figure 14

If you get the above error, you must click on the **“Look Up Students & Add New”** under **“Student Management”** to finish inputting your demographic data. When you click on **“Look Up Students & Add New,”** you will input the Social Security number as you did when you first enrolled this person. The **“ADD/EDIT”** screen will appear on this person, and you will scroll to the **“Goals”** box (located toward the bottom of the screen) and click on **“edit.”** This will take you to the **“STUDENT GOALS”** screen (Figure 15).

**STUDENT GOALS**

**Ann Erickson** [303/337]

**Enrolled Classes:**  
Morgan Program - Ia 3  
Morgan Program - Math 1 oia

**Functioning Level:**  
[ABE Beginning Basic Education](#)  
[Improvement requirements](#)

**Contact Type:**  
ABE / ASE

**WAGE Status:**  
No

**Action Taken:**  
Entered

**SEPARATE STUDENT FROM PROGRAM**

**Core Indicator** Primary  
--Please select--

**Note:** Employment status for this registration is "Full Time"

**Secondary** --Please select--

**Secondary Reasons** Primary  
--Please select--

**Secondary** --Please select--

**Recruitment** --Please select--

**Submit for approval >>**

Figure 15

14. The **“STUDENT GOALS”** screen (Figure 15) is the screen where you will finish inputting your demographic data. If you had an error like the one above, you will follow those directions to get here. If you clicked **“Save test and Continue”** and have no errors after inputting a test, you will get to this screen. You will finish inputting Core Indicator, Secondary Reasons, and Recruitment here. Once you have finished, you will click on **“Submit for Approval,”** and you will have finished entering this student.

15. Once you click “**Submit for Approval,**” you will get the “STUDENT REVIEW” screen (Figure 16), where you can check the information that has been input and make any corrections necessary.

**STUDENT REVIEW**

[Ann Erickson](#) [303/337]

**Enrolled Classes:**  
Morgan Program - Ia 3  
Morgan Program - Math 1 oola  
[Change/Add Classes](#)  
[Enter Test Scores](#)  
[Attendance History](#)  
[Outcomes](#)  
[Set WAGE Status](#)

**Functioning Level:**  
[ABE Beginning Basic Education](#)  
[Improvement requirements](#)  
**Contact Type:**  
ABE / AGE  
**WAGE Status:**  
No  
**Action Taken:**  
Entered

**SEPARATE STUDENT FROM PROGRAM**

**Personal Information** [EDIT](#)

Student Name	Ann Erickson
Social Security Number	XXX - XX - XXXX
Federal ID Number	
Street Address:	123 Main St
City	Athol
State	Idaho
Zip	83801
County	Kootenai
Phone	(208) 683 - 2222
Emergency Contact	(208) 683 - 2222
Work Phone	(208) 676 - 8005

Figure 16

## Data Changes and Approval Process

Any time data is input, it must be submitted for approval to the designated authority (authority is determined by the Program’s director). Approval may be given individually as data entry occurs; collectively, as a group of students are input; or piece by piece, after each “section” is input (i.e., enrollment, test information, updates, etc.).

Once you have finished inputting the student information from the enrollment form and test scores, if your role is set with the authority, you will go to the Program management section “**Data Changes.**” You will be taken to the “DATA CHANGES (APPROVAL)” screen (Figure 17).

**WARNING: After test score and attendance entries are APPROVED, they cannot be changed or edited.** For example, if you input test scores and discover that one of the test scores is wrong, you may go in and modify it as long as it is *waiting* for approval. However, after that test has *been approved*, you can no longer modify it. Also, until information is actually approved, it will not show up on any tables. If you decline any of the items on the approval list, it will delete all information associated with that item.

1. Under the “Data Changes (Approvals)” heading, you will see “Awaiting Authorization:” and under this are “Student Registrations,” “Student Profile Data Changes,” “Student Test Scores Entered,” and “Class Hours Entered.” The numbers of entries/updates/changes are listed (Figure 17).

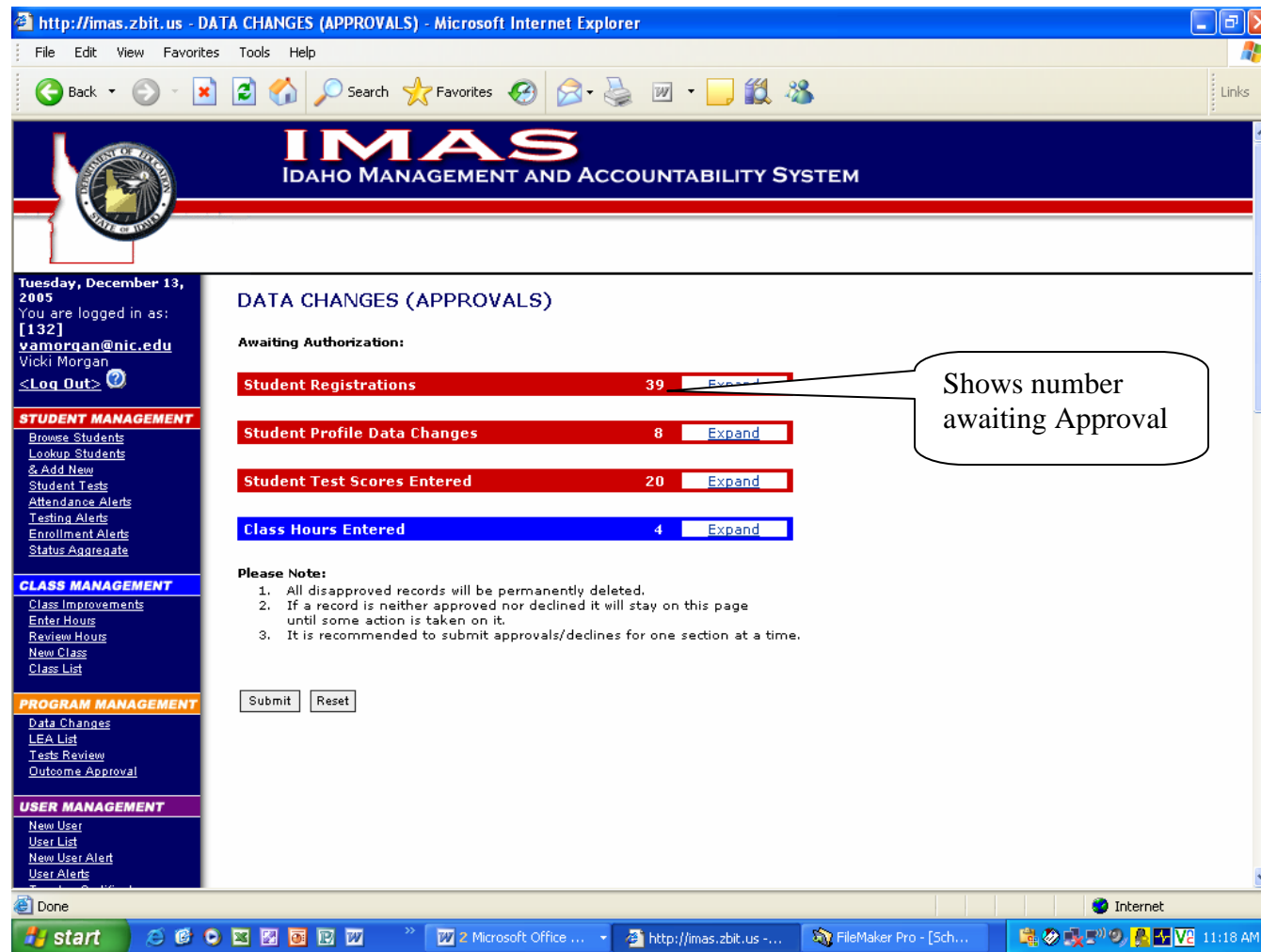


Figure 17

2. If you click “Expand” on any of the categories, you will see details of what is waiting to be approved (Figure 18).

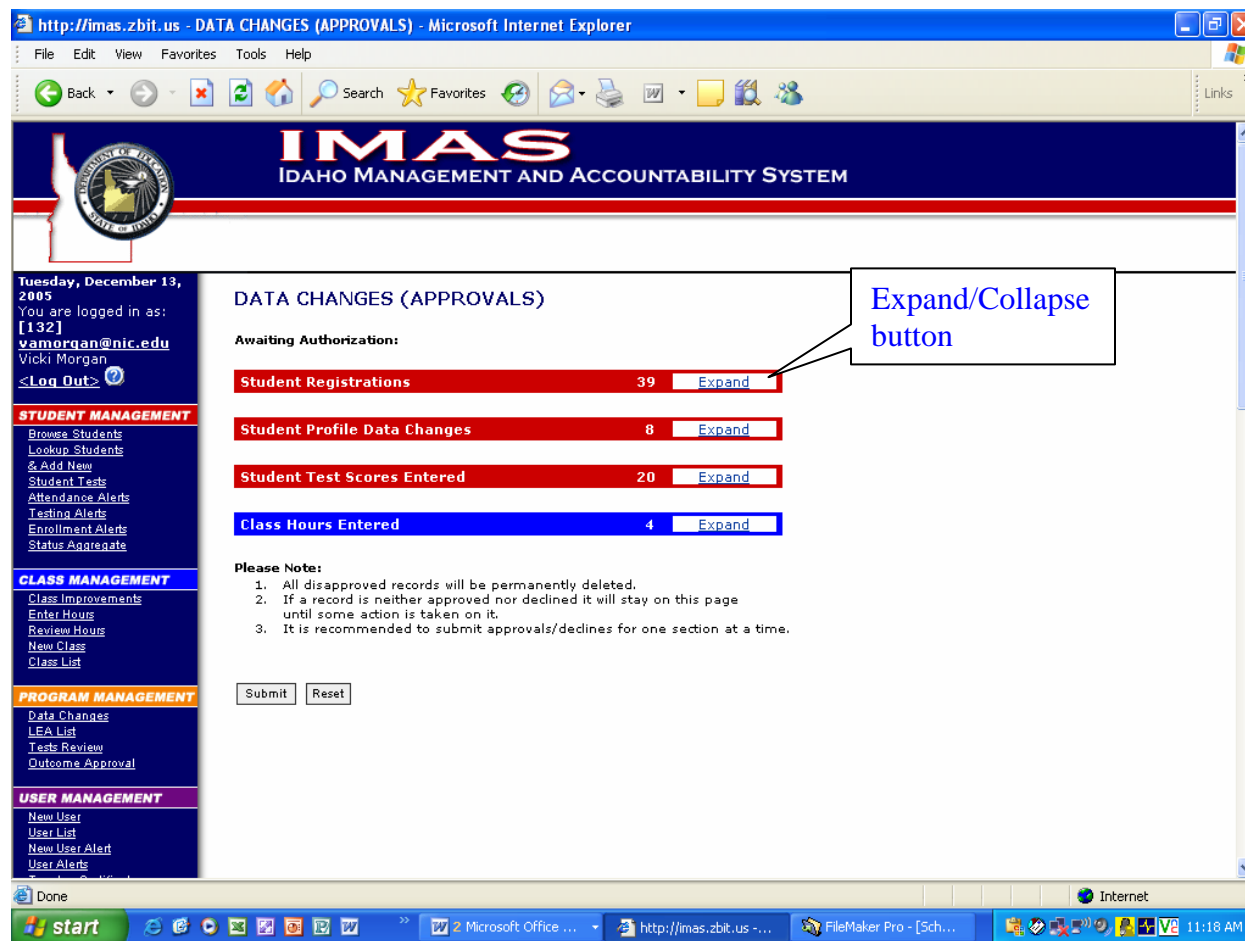


Figure 18

3. You may approve (or decline) all students at one time, or you may do this individually. This is a matter of preference. The approvals for each category may include multiple pages (pages show at the bottom of each section). **You can only approve or decline one page at a time.** You also may expand more than one category at a time. Clicking “Collapse” will collapse the box and will give you just the category heading. Once you have checked the box relevant to approving or declining student information, you will click submit. **AFTER SUBMISSION OF APPROVAL, YOU WILL NO LONGER BE ABLE TO CHANGE STUDENT CONTACT TYPE, TEST, AND ATTENDANCE DATA. Be sure all information is accurate BEFORE you approve it.**

4. Once you click the “submit” button at the bottom of the screen, you will get a message that asks if you want to commit to the changes (Figure 19). Clicking “OK” will approve/decline the information and will remove that student’s name from the “Awaiting Authorization” list.

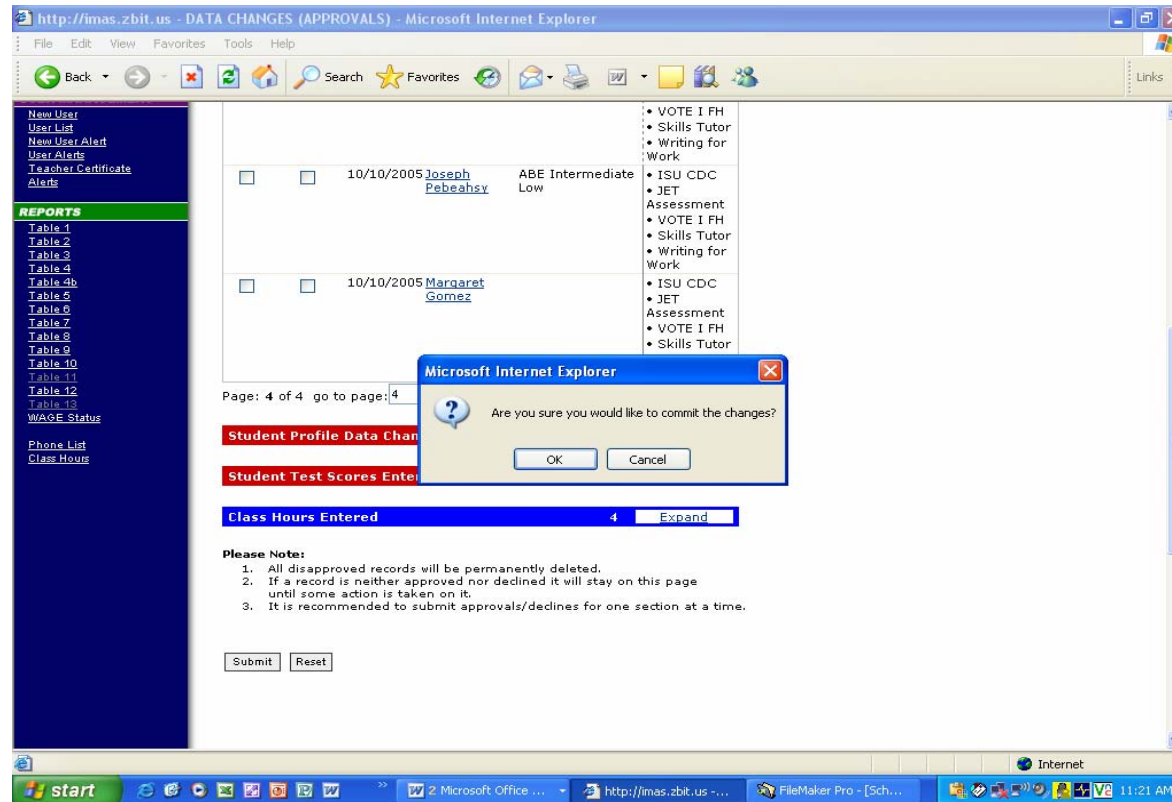


Figure 19

Note: After you collapse the category in which the approval was submitted, the category will reflect the difference in the number awaiting approval (Figures 17-18).

If you need to make changes to demographics, you will have to approve those changes. The changes will show up under “Student Profile Data Changes.” Until you approve the change, the information (i.e., street address, phone number, etc.) will not reflect the change on the student profile page.

## Classes

To add or delete/remove a student from a class, you will look up the student and click on [Change/Add Classes](#) in the Student Snapshot box. It will list the class or classes the student is enrolled in and give you the link to delete/remove the student from the class you choose. You also have the option to enroll the student in a class through this link.

## Separations and Outcomes

To separate a student from the Program, you look up the student; there is a bar on the bottom of the Student Snapshot box – [SEPARATE STUDENT FROM PROGRAM](#). Click this link, and it will give you the option to enter a separation date for the student.

**\*Do not separate a student from your Program who is dual enrolled in two or more Programs. If a student is enrolled at another Program, it will show the name of the other Program's class in the top left of the Student Snapshot box. Once the student has left your Program, you will delete/remove him or her from your class. Steps to delete/remove a student from a class are listed under the "Classes" section above.**

## Students Being Separated with Outcome Indicators

Separate Student – Prior to separating, make sure “Core Goal” has been entered and attendance approved. Separate by clicking the red "Separate Student from Program" (Figure 20). When the confirmation box pops up, click "OK."

**STUDENT OUTCOME INDICATORS AND REASONS**

**Ann Erickson** [303/337]

**Enrolled Classes:**  
Morgan Program - Ia 3  
Morgan Program - Math 1 cda  
[Change/Add Classes](#)  
[Enter Test Scores](#)  
[Attendance History](#)  
[Outcomes](#)  
[Set WAGE Status](#)

**Functioning Level:**  
[ABE Beginning Basic Education Improvement requirements](#)  
**Contact Type:**  
ABE / ASE  
**WAGE Status:**  
No  
**Action Taken:**  
Entered

**SEPARATE STUDENT FROM PROGRAM**

**Registration details**

<b>Registration Date</b>	8/1/2005	<b>Separation Date</b>	
<b>Enrollment Date</b>	12/7/2005	<b>Fiscal Quarter</b>	N/A
<b>12 Hours Requirement</b>	Met on Wednesday, December 07, 2005		
<b>Employment Status</b>	Full Time		

Can be added by State or Program Administrator at any time during the fiscal year, whether this student is currently enrolled or not.

**Secondary Achievements (Reasons)** [New Reason](#)

Date	Entered	Achievement
------	---------	-------------

Figure 20

Go to “Student Review” page by clicking on the student name in the top of the gray Student Snapshot box (blue name link).

- Click on "Outcomes" in the gray student snapshot box – this will pull up “Student Outcome Indicators and Reasons” (Figure 21).
- Scroll down to “Outcome Indicators.” Click on “New Indicator.” Page will blink (Figure 21).

STUDENT OUTCOME INDICATORS AND REASONS - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address: <http://imas.zbit.us/OutcomeEnter.aspx?rid=337>

Wednesday, December 14, 2005  
You are logged in as: [132]  
vamorgan@nic.edu  
Vicki Morgan  
<Log Out>

**STUDENT MANAGEMENT**

- Browse Students
- Lookup Students
- Add New
- Student Tests
- Attendance Alerts
- Testing Alerts
- Enrollment Alerts
- Status Aggregate

**CLASS MANAGEMENT**

- Class Improvements
- Enter Hours
- Review Hours
- New Class
- Class List

**PROGRAM MANAGEMENT**

- Data Changes
- LEA List
- Tests Review
- Outcome Approval

**USER MANAGEMENT**

- New User
- User List
- New User Alert
- User Alerts
- Teacher Certificate
- Alerts

**REPORTS**

Table 1

**STUDENT OUTCOME INDICATORS AND REASONS**

[Ann Erickson](#) [303/337]

[Change/Add Classes](#)  
[Enter Test Scores](#)  
[Attendance History](#)  
[Outcomes](#)  
[Set WAGE Status](#)

**Functioning Level:**  
ABE Beginning Basic Education  
[Improvement requirements](#)

**Contact Type:**  
ABE / ASE  
**WAGE Status:**  
No  
**Action Taken:**  
Entered

**Warning: NOT a current registration**  
[REGISTER STUDENT](#)

**Registration details**

<b>Registration Date</b>	8/1/2005	<b>Separation Date</b>	12/8/2005
<b>Enrollment Date</b>	12/7/2005	<b>Fiscal Quarter</b>	2
<b>12 Hours Requirement</b>	Met on Wednesday, December 07, 2005		
<b>Employment Status</b>	Full Time		

Can be added by State or Program Administrator only if student is separated and meets all requirements for entry.

**Outcome Indicators**

Date	Entered	Goal	New Indicator
12/14/2005	12/14/2005	Select outcome indicator	<a href="#">Save</a> <a href="#">Cancel</a>

☐ Proper documentation for this outcome is available

Figure 21

- Scroll down to “Outcome Indicators.” Enter date of goal achievement. *As always, this date is after the separation date* (Figure 22).
- Click on "New Outcome Indicator" drop down box. *Ignore the “Improve Basic Literacy Skills” choice. Do not select literacy skills* (Figure 22).
- Select proper outcome indicator. Page will blink after indicator has been selected (Figure 22).
- Click in box "Proper documentation for this outcome is available" (Figure 22).
- Click "Save."
- Message "One outcome indicator was successfully saved" will be displayed.

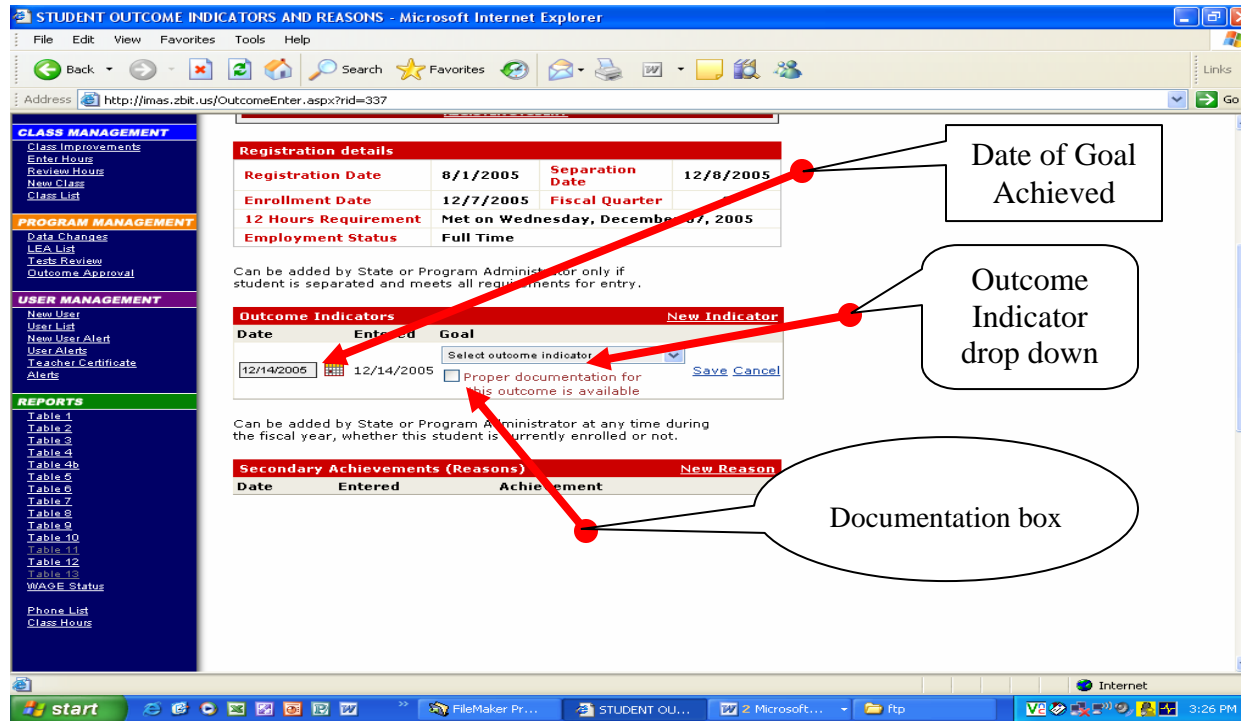


Figure22

### Students Who Have Already Been Separated

- Enter Social Security number and click "Search."
- Click on student's name in gray Student Snapshot box; this will reveal the Student Profile page.
- Click on "Outcomes" in the gray Snapshot box for the "Student Outcome Indicators and Reasons."
- Scroll down to "Outcome Indicators." Click on "New Indicator." Page will blink (Figure 21).
- Scroll down to "Outcome Indicators." Enter date of goal achievement. *As always, this date is after the separation date* (Figure 22).
- Click on "Select Outcome Indicator" drop down box. *Ignore the "Improve Basic Literacy Skills" choice. Do not select "literacy skills"* (Figure 22).
- Select proper outcome indicator. Page will blink after indicator has been selected (Figure 22).
- Click in box "Proper documentation for this outcome is available" (Figure 22).
- Click "Save."
- Message "One outcome indicator was successfully saved" will be displayed.

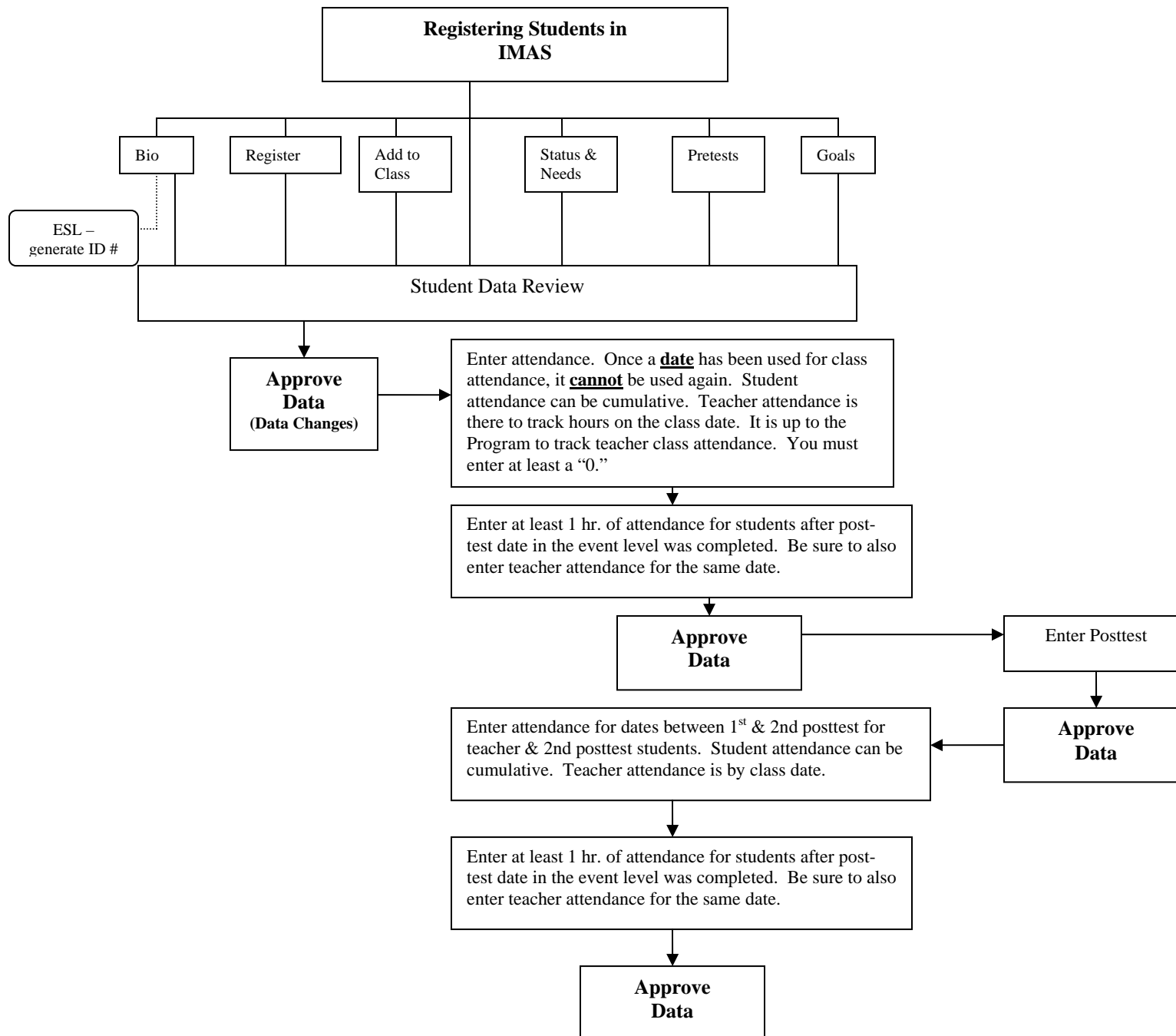
## Help

The online help at this time is the Alabama help and is useful. Programs use this feature for details on how to perform certain operations. It will be updated to be Idaho specific at a future date.

## Tips

- As usual, keep a paper trail for documentation.
- A posttest can't be entered until the pretest has been approved if the student has finished a level. This means that you may need to APPROVE some data prior to continuing to enter additional data.
- Be sure to check the bottom of each screen for a **“Save” or “Continue”** button before going to another screen. If the **“Back”** arrow is clicked before saving, the data entered will be lost.
- No data will be reflected in tables until it has been APPROVED.
- Click on **“Data Changes”** to APPROVE data.
- Read message board information each time you log on.
- **Registration date and type cannot be changed.**
- **If students are dual enrolled in two Programs and they leave your Program, DO NOT SEPARATE THEM FROM THE PROGRAM if they are continuing to attend the second PROGRAM.** You will exit them from any classes at your Program; they will no longer be associated with your Program once they are not in a class, but they will continue to be counted on the NRS tables if they accumulated 12+ hours of attendance.

**Attendance for all students and teachers on a specific date should be entered at the same time. Once a date is used, it cannot be used again for that class.**



## **Contact Information**

Cheryl Engel

[csentel@sde.idaho.gov](mailto:csentel@sde.idaho.gov)

State Director of Adult Basic Education

650 W. State Street, PO Box 83720

Boise, ID 83720-0027

Office: (208)332-6931

Fax: (208)334-4664

Vicki Morgan

[vamorgan@nic.edu](mailto:vamorgan@nic.edu)

Idaho Management and Accountability System

Adult Basic Education

501 Lakeside

Coeur d'Alene, Idaho 83814

Office: (208)676-8005

Fax: (208)676-8996